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Elementary Woodwork for Use in Manual Training Classes. By FRANK HENRY SELDEN. Chicago: Rand, McNally & Co., 1906. Pp. 206.

The object of the work is to place before pupils such information as will lead to correct tool practice. In a series of elementary exercises (constituting Part I) the common tools are taken up in the order the author has found best. The objects suggested for construction—bench hook, corner bracket, halved corner, tee, cross, etc.—are selected with reference to tool sequence, interest of the pupils in the constructions carrying little weight. Exercises (Part II) involving the bridle, dowel, miter and glue joint, etc., supplement the series given above. The third division of the work is devoted to the description and use of tools and to the consideration of some of the materials employed in the constructions. While the methods shown may be in line with practice, while there may be sequence in tool development, a wealth of illustration and carefully prepared texts, yet a textbook to be highly valuable to pupils in elementary woodwork should be planned on broader lines, giving some insight into the underlying industries; a range of constructions influenced by sequence, environment, and interest to some extent at least.

O. L. McMURRY

CHICAGO NORMAL SCHOOL

The Psychology of Public Speaking. By WALTER DILL SCOTT. Philadelphia: Pearson Bros., 1907. Pp. 222.

In the development of his subject the author first considers mental imagery as observed in individuals and in masses, and arrives at the conclusion that clear and varied imagery is necessary to complete appreciation. Secondly, the James-Lange theory of the emotions is explained and applied to the use of voice and action in expression. Thirdly, the writer considers the audience, and lays down some fundamental principles regarding the securing of attention, the rendering of an audience suggestible, and the development of the homogeneous crowd.

So far as we know, this book is the first publication of what might be called a psychology for public speakers. In giving to the world the results of his investigations in this field, Professor Scott has contributed a valuable gift to all who would know more of the difficult art of interesting and persuading public audiences.

F. M. BLANCHARD

THE UNIVERSITY OF CHICAGO

School Hygiene and the Laws of Health. By CHARLES PORTER, M.D. New York: Longmans, Green & Co. Pp. 304.

This book is based upon a course of lectures, delivered to the teachers, acting under the Educational Commission of Sheffield, England, and the students of the Sheffield Training College.

Part I is devoted to the school child. The arrangement of the material is excellent and is especially adapted to the use of school teachers and officers, either for a textbook or for reference. Its chief characteristic is the grouping of hygienic considerations that relate to a given subject, e. g., circulatory, digestive, special senses, etc., in the chapter that describes the normal structure and

physiology. The discussion of nervous strain and fatigue in general is admirable, based as it is on the results of observations made to determine the amount of time during which children of different ages can fix the attention. Simple and practical suggestions are made for the detection and, so far as it is in the teacher's power, the prevention of fatigue phenomena.

Part II deals with the school building and its surroundings, and is in the main a discussion of the regulations of the Board of Education, governing the construction, furnishing, lighting, ventilating, and heating of school buildings. It is interesting to note that the English regulations make provision for a playground space of not less than thirty square feet per pupil, and that this is to be provided with roofed-over places, preferably against the north and east boundaries, for use in stormy weather.

The book is well adapted for use in normal courses for training teachers.

Hygiene. By NOTTER AND FIRTH. New York: Longmans, Green & Co. Pp. 491.

This work is in its sixth edition. It covers the entire field of hygiene, sanitation, and parasitic diseases. It contains a large amount of valuable information in condensed form, but it is manifestly impossible, in so small a book, to discuss the subjects attempted, adequately. The type is small and the pages crowded, and the whole book suffers from the attempt to crowd much material in a small compass. Its particular value would be as a handy book of reference.

JOSEPH E. RAYCROFT

THE UNIVERSITY OF CHICAGO

BOOKS RECEIVED

EDUCATION

Report of the Commissioner of Education for 1906. Vol I. Washington, D. C.: Washington Printing Office, 1907. Pp. xlvii+643.

Course of Study for the Common Schools of Illinois. Fourth General Revision. Revised by the Standing Committee of the County Superintendents' Section of the State Teachers' Association. Taylorville, Ill.: C. M. Parker, 1907. Pp. 278. \$0.30.

Play—Its Value, and Fifty Games. A Book for Boys and Girls, for Mothers and Teachers. By NINA B. LAMKIN. Published by the author, 42 Forty-second Place, Chicago, 1907. Pp. 91. Illustrated. \$0.60.

English High Schools for Girls: Their Aims, Organisation, and Management. By SARA A. BURSTALL. New York and London: Longmans, Green & Co., 1907. Pp. 243.

ENGLISH

A Collection of Eighteenth-Century Verse. Selected and edited by MARGARET LYNN. New York: The Macmillan Co., 1907. Pp. 484. \$1.10.

A Handbook of Composition. (A compendium of rules regarding good English, grammar, sentence structure, paragraphing, manuscript arrangement, punctuation, spelling, essay writing, and letter writing.) By EDWIN C. WOOLLEY. Boston: D. C. Heath & Co., 1907. Pp. 239. \$0.80.